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ABSTRACT

The Single Teen Parent Program conducted by the Orange County, Florida, Public Schools, was designed to help single teen parents acquire marketable skills and jobs in order to head independent family units. The parents served were between the ages of 16 and 20 and either had a high school diploma or had passed the General Educational Development (GED) test. The Single Teen Parent Program made 100 contacts with students, has 12 students pre-enrolled, and provided transportation, day care, and tuition assistance to students who otherwise would have been unable to attend school. Students received training in competency-based vocational programs of the Orange County Public Schools, job placement assistance, and supportive services. To provide these services, the coordinators had to research and identify existing supplemental programs and their eligibility requirements. The coordinators also had to design a system of recordkeeping, forms for referral, and vouchers for identifying qualified students. Special documents were developed to implement the project objectives and serve the single teen parents. Formal counseling sessions were used to help students identify appropriate training programs, assist students with problems of daily living, and encourage self-management and decision-making skills. Recommendations were made for more vocational evaluation and for bolstering students' self-esteem before placing them in training programs, especially in nontraditional areas. (Thirteen appendixes comprise three-quarters of the document and contain the forms developed for and used in the program.) (Author/KC)

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FINAL REPORT

Project No. 480-15170-7-1D05

July 1, 1986 to June 30, 1987

MARKETABLE SKILLS AND JOBS FOR SINGLE TEEN PARENTS

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ACKNOWLEDGMENTS

With a mid-year starting date, the Single Teen Parent Program had an energetic and productive five months. The productiveness of the program was, in part, due to the support rendered by various agencies and individuals.

The Single Teen Parent Program would like to acknowledge the agencies and individuals who gave guidance, support and their valuable time:

Orange County Public Schools Project Planning Committee

BETA

Frontline Outreach

District VII - HRS
Mr. Paul Snead, Administrator and his staff

Community Coordinated Child Care
Mrs. Phoebe Carpenter, Executive Director

Private Industry Council - Classroom Training Division

Advisory Committee, Single Teen Parent Program

Ms. Louise Billingslea, Occupational Specialist,
Orange County Public Schools

Mr. Tim Sweeney

Mr. Cecil Taylor

Mrs. Ernestine Roberts, JTPA, Orange County Public Schools

Mr. Robert Clark, Director, Mid-Florida Technical Institute

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ABSTRACT

The Single Teen Parent Program was designed to assist single teen parents acquire marketable skills and jobs in order to become independent family units. These parents are between the ages of 16 and 20 and have either their high school diploma or GED.

The program will coordinate with private and public agencies to assist the teen parent with tuition, transportation, day care and living expense supplements. Students will receive training in competency-based vocational training programs of Orange County Public Schools, job placement assistance and supportive services. Students will be referred to appropriate agencies for assistance, and where no assistance is available or the student does not qualify, the STPP will provide tuition, books, supplies, transportation and day care assistance.

To provide these services the coordinators had to research and identify the target population and its needs and research and identify existing supplemental programs and their eligibility requirements. The coordinators also had to design a system of record keeping, forms for referral and vouchers for identifying qualified students.

Special documents were developed to implement the project objectives and serve the single teen parents.

Formal counseling sessions were used to help students identify appropriate training programs, assist students with problems of daily living and encourage self-management and decision-making skills.

The Single Teen Parent Program entered eleven students in training programs, has twelve students pre-enrolled, and provided transportation, day care and tuition assistance to these students who otherwise would be unable to attend school.

INTRODUCTION

Orange County Public Schools (OCPS) has responded to the increase in teen pregnancies and births (see Appendix A) by providing an Alternative Education Program available to secondary students and Adult Education classes in parenting and nutrition. However, OCPS realizes the need for continued education for the parents graduating from the Alternative Ed, High School or GED programs. These single teen parents need marketable skills in order to obtain and maintain employment that will allow them to establish independent family units. these parents do not have the financial resources to obtain training on their own and they need to develop self-confidence, responsibility and self-sufficiency.

OCPS proposed a project that would design a model program to provide marketable skills and jobs for the single teen parent. The project's research and development would focus on self-esteem-building and decision-making with an emphasis on completing training in a competency-based vocational program in OCPS.

The major activities of the Single Teen Parent Program (STPP) will be to provide vocational training, job placement and support services for the single teen parent. The STPP will locate single teen parents needing marketable skills, help these parents enter and train in a vocational program, coordinate with other agencies for financial support while in training, and provide employability and job placement services.

The STPP set an objective to serve 20 single teen parents between April 25 and June 30, 1987. This would include single teen parents receiving program support services (tuition, transportation and day care assistance), and those co-enrolled with JTPA.

Results:	enrolled in training	11 (unduplicated)
	pre-enrolled (waiting for fall term)	12 (unduplicated)
	co-enrolled with JTPA	1 (duplicated)
	students receiving tuition assistance	10 (duplicated)
	students receiving transportation	16 (duplicated)
	students receiving day care	7 (duplicated)
	children in day care	8 (unduplicated)

In order to better serve the student, the STPP needed to be aware of what services were and were not available to this target population. The objective was to survey community agencies to determine services by April 1, 1987.

The eligibility requirements for supplemental programs were obtained and the STPP contracted to have a computer program designed by May 1 to assist the coordinators with matching students and programs. This program is called AIDCHECK and is used to refer students to the appropriate agencies for supplemental assistance.

An advisory committee is vital to the direction and effectiveness of any program. The advisory committee of the STPP was appointed by May 15, meeting the objective set by the coordinators and school advisors. The first meeting of the advisory committee was held on June 3, 1987.

One of the responsibilities of the program coordinators is to assist students in choosing a training program that is realistic to their abilities and skills. As this program offers training at the four vocational centers in Orange County Public Schools (OCPS), the coordinators needed to become familiar with the programs offered at each center and to be aware of the costs for each program. A vocational survey was sent to the department chairperson in each center. Information was needed on all costs and specific eligibility requirements on each program offered. A copy of the results remains in the STPP office, and a copy was sent to the Displaced Homemaker Program at Winter Park Adult Center for entrance into a computer program with the results to be shared county-wide. (This comprehensive information is not available anywhere in the county at this time.) The computer program and resultant printout are not completed as of this date.

A definite need for additional resources for tuition, transportation and day care became apparent when the data on costs and services available were compared. An amendment to the original project was submitted to assist in these areas. Until these additional monies were available, the STPP utilized the Private Industry Council (PIC) and JTPA resources by co-enrolling single teen parents in the PIC/JTPA program and the STPP. JTPA funded tuition, books and day care, and the STPP provided transportation and counseling assistance.

The STPP has had no students complete training or placed in jobs related to the training program. The STPP began on February 2 and enrolled its first student in May. This student and nine others are currently in training programs in OCPS.

METHODS

PROJECT DESIGN

Characteristics of the Participants

- The Single Teen Parent Program (STPP) serves single teen parents between the ages of 16 and 20 who have their high school diploma or GED and desire vocational training. Those students who are disadvantaged will be given priority with services funded by the project.

PROJECT ACTIVITIES

Vocational Training

- Locate single teen parents needing marketable skills.
  - Referrals from community agencies,
    guidance counselors,
    and service agencies.
  - Determine training program realistic to abilities.
    - Pre-enrollment counseling
    - Vocational assessment
    - Self-directed search
    - Interest/skill/ability testing
    - Encourage non-traditional, high wage, high placement career choices
  - Train single teen parent in competency-based full-time programs in Orange County Public Schools.

Job Placement Assistance

- Employability skills
- Job development
- Employer contacts
- Job interviews
- Job placement follow-up 30-60-90 days

Supportive Services

- Financial assistance for activities of daily living
  - Referrals to AFDC, Food Stamps, WIC, Medical Needy, SSI
  - Utilization of AIDCHECK computer program
- Tuition assistance and educational supplies
  - JTPA/PIC
  - Pell Grant in applicable programs
  - Tuition waivers/OCPS
  - Single Teen Parent Program funds

- Transportation assistance (STPP funds)
    - Public transportation passes
    - Private auto mileage reimbursement
    - Taxi service when private or public transportation unavailable
- Day care assistance
    - Subsidized Title XX funds
    - JTPA/PIC
    - Child Care Assurance Plan (STPP pays 100 percent day care cost through Title XX agency)

OBJECTIVE A

The Single Teen Parent Program (STPP) will locate single teen parents needing marketable skills.

1. Research and identify local agencies that have contact with and serve the target population.

    - Survey letter to 30 community agencies - public and private (Appendix B)
    - Visitation of agencies that serve the target population
    - Communication between STPP and Dropout Prevention and Alternative Education of Orange County Public Schools (OCPS)

2. Research and identify specific needs of the target population that would interfere with completion of a vocational training program

    - Interviewing persons of local agencies (public and private) about needs of the target group

        - Alternative Education and Dropout Prevention OCPS
        - BETA, Frontline, and SMILE (private agencies)
        - Urban League Teen Pregnancy Counselor

3. Research and identify state and national programs serving the single teen parent population.

    - Research state programs providing similar services from listing of "Working with Teens" resource directory.
    - Identify out-of-state programs with similar objectives.
    - Survey letter (Appendix B) for information pertaining to program experience, effectiveness, suggestions and comments

4. Locate persons qualifying for the STPP.

    - Informing local community agencies of the program and developing a referral system
        - Written and oral communications

- Public service announcements to directly reach population and inform the public of the program (radio, TV, newspaper)
- Inform OCPS guidance counselors (high school and vo-tech) of the availability of the STPP)
- Flyers sent to all health department facilities, AFDC and Food Stamp offices and agencies dealing with the single teen parent (Appendix C)
- Student referral of her/his peers

5. Establish criteria for entrance into the program and a system to determine eligibility.

   - Age criteria - 16-20 years of age
   - Education - GED or high school diploma or within one quin of taking GED test
   - Marital status - single, legally separated, divorced
   - Parent - child born, legal custody of child(ren)
   - Desire for developing marketable skills
   - Forms for gathering demographic, employment and needs data (see Appendix B)
   - Information needed for initial interview - SS card, child's birth certificate, copy of GED or high school diploma

OBJECTIVE B

The STPP will help single teen parents enter vocational training programs realistic to their abilities (non-traditional, high wage, high placement when realistic).

1. Determine skills, interests and academic ability.

   - Pre-enrollment counseling to determine interests, work experience, special training and academic background; this is accomplished by interviewing the potential student to gather as much background information to help the student in choosing a program.
   - Vocational assessment - if the student has no idea of the career area he/she wants to enter, a three- or six-day formal assessment is conducted by the Vocational Evaluation Department of Mid-Florida Tech. This assessment is individualized and will cover academic testing, interest testing and hands-on experience at various work stations. The vocational evaluation counselors then prepare a written assessment and confer with the student and the coordinators of the STPP, making recommendations based on the results of the evaluation.

- Self-directed search - the coordinators can administer this assessment. This questionnaire takes approximately 30 minutes to finish and is available in two reading levels. Each student is oriented to the different areas of interest, asked to choose a combination of three of these areas and then answers the questions contained. the student then tabulates her/his own answers and identifies areas of interest. The student then compares his/her results with a catalog of jobs THAT MATCH HER/HIS INTEREST AREAS. The coordinators of the STPP and the student then use this as a basis for career exploration. The "Choices" program is available for use if the coordinators feel it would benefit the student.
- If the student has a clear idea of the area of training he/she wants to enter, the school of choice will test for reading and math ability; each program has math and reading level prerequisites for entrance. If the student is at or above those requirements, she may enter; if the results are below those required, the student is evaluated to see if remediation would increase the basic skills level or whether another avenue of training should be explored.
- Encourage non-traditional, high wage, high placement career choices - through exploration of job market, salary and advancement possibilities, exploring jobs using student's skills that he/she might not have thought about previously.

2. Identify sources and eligibility for tuition assistance.

   - The Private Industry Council's classroom representative and the JTPA representative of OCPS were interviewed; eligibility and procedures for co-enrollment were identified.
   - Tuition waivers from individual vocational centers are available for disadvantaged students. (Funds are traditionally depleted early in the school year.)
   - Pell Grants available for applicable programs
   - Single Teen Parent Program funding

3. Identify sources for transportation assistance.

   - No direct assistance found; local transit company sells bus passes at a discount.
   - OCPS does not provide bus service for students in vocational schools.
   - Single Teen Parent Program funds - bus passes, private auto mileage reimbursement, taxi service when public and private transportation unavailable

4. Identify sources and eligibility for day care assistance.

   - JTPA/PIC will pay up to $40.00/week for day care of participant's children.
   - Title XX Day Care Assistance - waiting list of 2000 children
     - If student is already on this program, it will continue.
     - May be put on waiting list for future participation.
   - Child care assurance plan through STPP funding - 100 percent coverage of weekly cost

OBJECTIVE C

The STPP will train parents for marketable skills in existing competency-based, job preparatory, full-time programs of OCPS.

1. Enroll student in training program of her/his choice.

    - Identify all available training programs and the schools at which classes are offered.
        - Survey letter (Appendix D) to all department chairpersons at each vocational center - course, length, cost, entrance requirements
    - Notify counselor at school of choice of student intent.
    - Funding for tuition, fees, supplies, books
        - Determine which funding source to be used.
        - Assist student in applying for PIC/JTPA as needed.
            - letter of introduction
            - share testing information and scores
    - Develop vouchers for each school's business office (Appendix E).
    - Develop process for acquiring supplies not available on campus.

2. Arrange for transportation assistance.

    - Bus passes - system of purchasing, distributing passes daily and weekly
    - Assist student in determining route, bus numbers, times.
    - If student has own vehicle, use of OCPS monthly travel vouchers
    - Establishing an account with local cab company to transport students when no other means is available due to location and time frame
    - During school term, using bus service available from Osceola County to Mid-Florida Tech campus (designated vocational school for Osceola)

3. Arrange for day care assistance.

    - If student already on Title XX program, a letter of school attendance verification to the agency (Appendix F)
    - Child Care Assurance Program - negotiate a contract with Title XX agency for said agency to administer day care for STPP (Appendix G).
    - Choosing day care facility - parental choice
        - Day Care Directory for centers close to home
        - Parent visitation
        - Space available in chosen center
    - Process for registering child in program
    - Monitor day care attendance in relationship to school attendance.

4. Determination of student attendance and progress in CBVE

   - Attendance, progress and policy statement (Appendix H)
   - Monthly attendance and progress reports (Appendix I)

OBJECTIVE D

The STPP will provide financial support as coordinated with other agencies, disadvantaged clients receiving priority.

1. Identify sources of financial assistance for activities of daily living.

   - Research the Human Resources Community Services Directory to determine agencies that provide financial support for dependent children, food, medical and shelter assistance.

2. Survey community agencies to determine extent and availability of funds.

   - Interview key persons from local and state government agencies about program services.

3. Determining eligibility requirements for state and local supplemental programs - AFCD, WIC, food stamps, medical needy

   - Identify formulas and guidelines for each supplemental program.
   - Procure a computer program to be used to determine individual student eligibility for supplemental programs using information gathered from local and state agencies.

4. Inform teen parents on their eligibility for programs and process for applying.

5. Identify other community resources and services available.

   - Survey letter (Appendix B) to identify services
   - Resource booklet to be used along with the Human Resources Community Services Directory (Appendix B)
   - This information will help the coordinators meet the individual needs of each student.

OBJECTIVE E

The STPP will provide employability skills and job placement services to single teen parents.

1. Job placement assistance and participant preparation

   - Determine applicant interest and aptitude by exposing him or her to a full range of vocational training programs and a measurement of participant skills.

- Assist participant in stating short- and long-term objectives.
- Determine that the participant is job ready.
- Assist participant (job ready) in securing appropriate employment.

2. Job development

- Work with private and public businesses to develop job opportunities.
- STPP staff shall affect the existing job opportunities to permit access to employment by its participants.
- STPP staff shall work with employers to define and redefine job specifications and entry requirements and to alter other employment policies that act as artificial barriers to hiring.
- The job developer must know the product (client) and the needs of the market (employer).
- Effective job development will be built on
  - participant preparation
  - business/employer research
  - employer contact
  - participant/employer contact
  - ongoing follow-up and follow-through

ADVISORY COMMITTEE

To keep the program in tune with the needs of the target population, (resources available to them, training available, job market and employability skills desired by employers), an advisory committee comprised of representatives of each area is essential to the program's success. The STPP Advisory Committee is comprised of representatives from various agencies and employers. The committee membership is as follows:

Target Population

Metropolitan Urban League - Teen Pregnancy Counselor
BETA - Executive Director of a Pregnancy Service Agency
Single Teen Parents - Two students in the STPP
Public Relations Coordinator, OCPS - Experience in teaching target population
Alternative Education Counselor
Minister
Occupational Specialist - Jones High School

Community Resources

HRS - Children, Youth and Families Coordinator
Private Industry Council - Coordinator Classroom Programs
Guidance Counselor - Orlando Vo-Tech Center

Training
- Curriculum Resource Teacher - Winter Park Adult Center
- Assistant Director - Mid-Florida Tech
- Guidance Counselor - Westside Vo-Tech

Job Market/Employability Skills
- Owner - Day Care Center
- Walt Disney World - Equal Opportunity Director
- Orlando Utilities - Personnel Representative
- Xerox Corporation - Field Representative
- A T & T - Training Manager
- Florida Power Corporation - Human Resources Counselor
- CNA Insurance - Personnel Officer
- Martin Marietta - Training Division
- Kelly Services - Personnel Department
- Occupational Specialist - Jones High School

Other
- Project Manager - OCPS
- Program Coordinators - STPP (2)
- Motivational Specialists - Martin Marietta and A T & T
- Public Relations Specialist - OCPS
- Major in US Army assigned to Martin Marietta Aerospace

This committee will meet quarterly to advise the STPP Coordinators on various aspects of the program. The committee has set up seven subcommittees, and each member has chosen a subcommittee to work within. These subcommittees are:

- Job Market - Contact with employers
- Needs Assessment - Resources to meet those needs
- Legislative - Guidelines for institutionalizing program
- Student Contract Development
- Publicity
- Program Review
- Motivational Materials

The committee members are available to help with guidance, information and referrals at any time. Several committee members have suggested additional representatives for inclusion in the committee, and these persons will be contacted before the next Advisory Committee meeting. See Appendix J for documents developed for the Advisory Committee.

COORDINATION OF SERVICES

The STPP needs to coordinate services with other agencies and departments within and outside the school system. Within the OCPS system, dropout prevention, homebound and alternative education are aware of the qualifications of and services available through the STPP. All vocational and high schools in Orange County were visited and the program introduced to the guidance department and occupational specialists. Each department chairperson, at the four vocational

centers, received a brief description of the STPP services and was asked to provide the STPP with information on each of the courses offered. When a single teen parent enters a training program, the instructor is informed and there is monthly communication between the STPP coordinators and individual instructors regarding the progress and attendance of the student.

There are many services already available on each vocational school campus. These services are utilized by the program, relieving the STPP from having to provide such services. Mid-Florida Tech has a large vocational evaluation lab and program that the STPP utilizes. Each school has JTPA representative and Florida employment representative to assist the coordinator in meeting the needs of individual students. Basic employability skills are offered at each campus, and the STPP builds on the curriculum offered. the occupational specialist at the school in which the STPP is housed assisted in public service announcements and publicity releases.

The OCPS coordinator of JTPA has been most helpful and willing to work with our program and its students.

Orange County Social Services Department was sent a letter about the program but did not respond with eligibility information - only services provided. The WIC coordinator and coordinator of the STPP had a meeting, and the eligibility requirements for WIC participation are included in the AIDCHECK program. The STPP refers students to Orange County Social Services and the WIC program.

District VII of HRS has provided explanations and information on each of its programs. The coordinators of the AFDC, Food Stamp and WIN (Project Independence) programs are aware of the program, and a representative of Children, Youth and Families is a member of our Advisory Committee affording the STPP direct communication with the agency. The AIDCHECK computer program identifies parents eligible for HRS services, and those parents are referred to the appropriate agencies.

The STPP has established a working relationship with the Private Industry Council. The manager of the classroom training program is a member of the STPP Advisory Committee. The STPP refers students to PIC/JTPA and PIC provides a list of possible students from applications they have received.

Two local agencies that serve the target population use the STPP as a resource for information concerning services available in the community. Referrals to appropriate agencies are part of the service to the school and community provided by the STPP.

The Single Teen Parent Program has been in effect since February 2, 1987. Although the coordinators and school administration have ideas about how to institutionalize the program, no formal steps have been taken.

FINDINGS AND RESULTS

OBJECTIVE A

The Single Teen Parent Program (STPP) will locate single teen parents needing marketable skills.

1. Community agencies, private and public, are good resources for identifying specific single teen parents they are working with.

   From the list of possible clients, the STPP made 100 personal contacts with single teen parents (98 female, 2 male).

2. Locating single teen parents interested in and motivated enough to begin a training program is difficult. The single teen parent may not see the value of vocational training, have such low self-esteem as to be afraid to try anything new, and be afraid of failure.

   50 percent not interested
   30 percent interested
   20 percent do not meet the age and educational requirements of the STPP

3. Many single teen parents lack the motivation and self-management skills necessary to complete the pre-enrollment process.

   Of the 30 students (30 percent) that showed interest in vocational training, 11 (11 percent) completed the pre-enrollment process and entered a training program. Ten (10 percent) were still in the pre-enrollment process, choosing to wait until the fall term to enroll.

   Frustration for the coordinators and a determination to develop a more comprehensive pre-enrollment program to identify commitment and motivation, and include self-esteem building and self-management skills.

   Formal counseling was given to 25 students.

4. It is difficult to develop entrance criteria and policy and enter students into a program after only three months of operation.

   The coordinators, the students and the program developed together. The program responded to each new situation that developed with the first few students. Concrete guidelines were not established before students entered but have developed as the coordinators have become more experienced and knowledgeable about the system.

5. The Single Teen Parent Program of OCPS is one of the most comprehensive programs in the state of Florida, with services including pre-enrollment, training, employability skills, job placement, and services for tuition, transportation and day care.

   The beginnings of a model for statewide implementation.

OBJECTIVE B

The STPP will help single teen parents enter vocational training programs realistic to their abilities (non-traditional, high wage, high placement when realistic).

1. The majority of single teen parents are not aware of their own skills, abilities, or interests.

   Time must be spent evaluating the individual student to identify strengths and weaknesses with emphasis on the positive.

   Pre-enrollment requirement of vocational evaluation is essential for realistic choices to be made.

   Emphasis on self-esteem, decision-making and self-management skills helps develop the individual and gives her/him some tools for success.

2. Single teen parents with low self-esteem will choose non-threatening, traditional training programs.

   More emphasis on career exploration, job comparison and encouragement are needed to realize this goal.

3. Tuition assistance is available through the Private Industry Council in conjunction with the school system (JTPA). However, what other assistance is available is very limited and available to the entire population, not just teens.

   The STPP realized a need for tuition assistance and includes that funding in its services.

4. There are no community funds available for transportation assistance.

   The STPP funds provide bus passes and mileage reimbursement.

5. The local transportation system does not access all areas served by the STPP or provide service at necessary times.

   The STPP contracted with a local cab company to provide transportation when private and public means are unavailable due to time or location.

6. The largest expense and, therefore, the biggest deterrent to training is day care. Adequate monies are not available to provide subsidized care to the number of parents applying.

   Single teen parents cannot attend schools without day care.

   The STPP provides 100 percent day care funding to students who enroll in the program. A Child Care Assurance contract with the local Title XX agency was developed (Appendix G).

   The question has been raised about the feasibility of having a day care facility on vocational school campuses.

OBJECTIVE C

The STPP will train teen parents for marketable skills in existing competency-based, job preparatory, full-time programs of OCPS.

1. The staff must be aware of all training programs available to the students, requirements for entrance, length, cost, and center location.

   Data base on all OCPS vocational training programs is being developed for county-wide use.

2. Day care is one of the greatest roadblocks for the single teen parent.

3. Day care assistance program (Title XX) has a large waiting list with several months' delay in availability.

   Students eligible for PIC/JTPA programs will be referred for screening.

   The STPP signed a Child Care Assurance Plan contract with the local child care assistance agency to provide 100 percent day care funding for enrolled students not eligible for JTPA.

4. The adolescent needs to know what is expected of them and what the STPP will provide.

   An attendance, progress and policy statement was developed. The STPP coordinators go over the policies with the student upon enrollment, the student signs the policy and receives a copy of it.

OBJECTIVE D

The STPP will provide financial support as coordinated with other agencies.

1. Local and state agencies have various resources for single teen parents.

Computer program to identify programs that the student would be eligible for (AIDCHECK).

Resource book listing agencies and services specific to the needs of the single teen parent (see Appendix B).

OBJECTIVE E

The STPP will provide employability skills and job placement services to single teen parents.

Since the STPP began operation in February and did not enter students into training until late April, there have been no completers. Thus, the STPP has not implemented its job placement services in this fiscal year.

PROGRAM STATISTICS

Enrollment and Costs

Contacts made	100
Number of students enrolled in training programs	11 (unduplicated)
Number of students receiving tuition assistance	10 (duplicated)
Number of students pre-enrolled	12 (unduplicated)
Cost to STPP for tuition	$500.50
Cost to STPP for books and supplies	$1005.28
Number of students receiving transportation assistance (including those in training and pre-enrolled)	16 (duplicated)
Cost to STPP for transportation	$160.20
Number of students receiving day care assistance	7 (duplicated)
Number of children in day care	8 (unduplicated)
Cost to STPP for 8 children	$4,262.56

Average Cost per Student

Tuition	$ 45.50
Books and Supplies	91.39
Transportation	10.01
Day Care per Child	532.82
	11.25/day
	56.25/week
Day Care per Student	608.94
Total Cost for 16 Weeks (number of weeks program in operation)	5,953.44
Total Average Cost per Student	755.84/16 weeks
Cost per week	40.99

Assurances

The intake process includes income verification (Appendix K) and the STPP uses the 1986 Poverty Income Guidelines used by District VII of HRS, State of Florida (Appendix L).

Note: All other forms developed by the STPP can be found in Appendix M.

CONCLUSIONS AND RECOMMENDATIONS

The Marketable Skills and Jobs for Single Teen Parents project was so comprehensive that the interview committee recommended two coordinators be hired. Each person has a strong background with the target population in different aspects covered by the project. They would compliment each other and provide the experience and skills necessary to create a strong foundation for this project. The School Administrator concurred with this recommendation, and both persons were hired.

Significant lead time is necessary to develop documents, as well as research and identify the target population, their needs, services available to them and procedures to access such services. It is recommended that any new program be given a minimum of six months lead time to develop the program before entering students. In this project, the coordinators were hired in February of 1987. The project was written and approved to develop a model program the first year, not enter students until year two. However, in March of 1987, the DVAE made it known that the project was to serve students the first year. This put an added burden on the coordinators, but the STPP entered its first two students in April of 1987. The program, the coordinators and the students have grown and developed together, a process that would not be recommended.

It is recommended that all new personnel be given all specific guidelines and recommendations on how to proceed with the project before they begin to develop the new program. A mini workshop in the fall and one at the state conference for new personnel would help to orient and guide the new personnel.

A directory of all 2A6 projects in Florida, including project titles, personnel and a summary of the programs, would be a valuable tool.

There is a definite need in the Single Teen Parent population for marketable skills training. However, the STPP had found that the majority of these students are not academically prepared to enter high tech fields and because of their poor self images, they are afraid to enter non-traditional programs. The STPP will require all new students to have some form of vocational evaluation, self-esteem building, decision-making and self-management skills training before being placed in a training program. The coordinators feel this will help direct the students to programs that are complimentary to their abilities, interests and skills. The program will offer non-traditional, high tech choices, but we do not feel the student should be denied entrance into the program if he or she does not choose one of these programs.

APPENDIX A

APPENDIX A

ORANGE COUNTY, FLORIDA

*In 1984, one out of six live births was to a teenager. Out of a total 8,644 live births recorded, 1,417 were to adolescent mothers, 44 (.5%) were to girls 14 or younger.

*More girls are becoming mothers at an increasingly early age. In 1970, 1.6% of all births to adolescents were to mothers 14 or younger. In 1984, that figure waas 3.1%.

*The number of births to unmarried adolescents has been rising steadily since 1970 for both white and non-white populations. in fact, the percentage of births to unmarried white women 19 and under has almost doubled (19.4% in 1970 to 35.6% in 1980). In 1984, unmarried adolescents accounted for 38% of all out-of-wedlock births. In the same year, only one out of ten non-white adolescent mothers was married, as compared to six out of ten white mothers.

*White teen mothers in Orange County are more likely not to complete high school educations than non-white adolescent mothers. In 1984, 49.4% of 18 and 19 year old mothers had not completed their high school education, compared to 37.4% of their non-white counterparts.

Statistics taken from ADOLESCENT PREGNANCY CHILD WATCH, Children and Youth Network and Junior League of Orlando.

RESIDENT LIVE BIRTHS TO TEENAGE MOTHERS
FLORIDA 1979 - 1984
ORANGE COUNTY, HRS DISTRICT VII, FLORIDA

YEAR	ORANGE		HRS DISTRICT VII		STATE	
	AGE <15	15-19	<15	15-19	<15	15-19
1979	37	1,342	64	2,291	639	22,187
1980	36	1,341	58	2,431	628	23,356
1981	31	1,356	54	2,359	603	22,976
1982	42	1,361	62	2,419	613	23,120
1983	40	1,262	68	2,285	635	22,619
1984	44	1,335	65	2,391	597	22,357

APPENDIX B

February 16, 1987

Dear :

Orange County Public Schools has received a grant to design a Marketable Skills and Job for Single Teen Parent Program. One of our objectives is to research and identify this community's existing agency services and resources for single teen parents.

We are interested in learning more about the services your agency provides to single teen parents. We would appreciate your answering the enclosed survey and sending it back via the return envelope.

Any comments or suggestions you have would also be appreciated. We want to help these teens obtain marketable skills and job training but to do that, we must identify and meet the social, financial and personal needs of this parents.

Thank you for your participation in our program's development.

Sincerely,

Patricia B. Miles
Program Coordinator

Enclosure

cc: V. Summerville
D. Costner

RESOURCES AND SERVICES FOR SINGLE TEEN PARENTS
SURVEY

Agency Name_____Phone number_____

Director's Name_____

Address_____

Date_____

1. What kinds of services do you have available to single teen parents?

_____AFDC application assistance
_____abortion information
_____developmental assessment of child
_____peri/post/pre natal care
_____well baby clinic
_____foster care counseling
_____child day care
_____abuse/neglest monitoring
_____parenthood education
_____home management education
_____job referral/placement
_____job counseling
_____transportation
_____GED program
_____recreation
_____baby items
_____emergency assistance
  _____medical
  _____housing
  _____utilities

_____high school program
_____tutoring services

_____Housing assistance
_____family planning
_____legal aid
_____pregnancy testing
_____childbirth training
_____counseling
_____adoption information
_____infant day care
_____advocacy
_____consumer education
_____career exploration
_____vocational training
_____outreach services
_____clothing
_____furniture
_____after school care
_____food
_____medical services
_____referrals
_____educational financial assistance
_____other:_____
_____

2.What is the fee for your services?

3. What population do you serve? Who can be refered to your agency?

4. What are your days/hours of operation?

5. Can you send information about your agency?

6. Please give us any suggestions about how we can serve the single teen parent population in regard to marketable skills/jobs.

7. Is there a particular way that our program can assist your agency?

SERVICE	ORGANIZATION
ABORTION INFORMATION	FRONTLINE
ADOPTION INFORMATION	CATH SOC SERV
	BETA
	FRONTLINE
ADVOCACY	MOHAWC
	4C-CHILD CARE
AFDC APPLICATION	BETA
	FRONTLINE
AFTER SCHOOL CARE	4C DAY CARE CENTERS
BABY ITEMS	SALV ARMY-DIAPERS AND CLOTHES
	4C TOY LIBRARY
	CHRIS SERV CENT
	BETA
	FRONTLINE
	COMM SERV CENT
CAREER EXPLORATION	CCEW-NON-TRADITIONAL
	MOHAWC
	BOYS CLUB OF CENT FLA
CHILDBIRTH TRAINING	BETA
	FRONTLINE
CLOTHING	SEVENTH DAY ADVENTIST CENTER
	SALV ARMY
	CHRISTIAN SERV CENTER
	FRONTLINE
	BETA
CONSUMER EDUCATION	LEGAL AID SOC
	COMM SERV CENTER
COUNSELING	CATHOLIC SOCIAL SERVICE
	BETA
	FRONTLINE
	BOYS CLUB OF CENT FLA
DAY CARE -CHILD	4C
	SALV ARMY (PARENT OVER 18)
	BETA (WITH SCHOOL PROGRAMS)
	FRONTLINE-4C
DAY CARE-INFANT	SALV ARMY
	BETA (WITH PROGRAM)
	FRONTLINE
	4C
DEVELOPMENTAL ASSESSMENT OF CHILD	FRONTLINE
	BETA
	4C
EDUCATIONAL/FINANCIAL ASSISTANCE	-------
EMERGENCY ASSISTANCE	
MEDICAL	SEVENTH DAY ADVENTIST
	CATHOLIC SOC SERV
	COMM SERV CENTER
	ORG CO SOC SERV
HOUSING	CATH SOC SER
	WE CARE
	SALV ARMY
	FRONTLINE
	COMM SERV CENT
UTILITIES	CATH SOC SERV
	SALV ARMY
	CHIRISTIAN SERV CENT

SERVICE	ORGANIZATION
UTILITIES	COMM SERV CENT
FAMILY PLANNING	BETA-COUNSELING
	FRONTLINE
	OCHD
FOOD	SALV ARMY
	4C SMALL AMOUNT
	CHRISTIAN SERV CENTER
	BETA-FORMULA
	FRONTLINE
	COMM SERV CENTER
FOSTER CARE COUNSELING	CATH SOC SERV
	FRONTLINE
FURNITURE	CHRISTIAN SERV CENTER
	BETA (BABY)
	FRONTLINE
GED PROGRAMS	BETA
	FRONTLINE
	COMMUNITY SERV CENTER
HIGH SCHOOL PROGRAM	BETA-OCPS
	FRONTLINE-CENTRAL FLA ACADEMY
HOME MANAGEMENT EDUCATION	FRONLINE
	COMM SERV CENTER
HOUSING ASSISTANCE	CATH SOC SERV
	MOHAWC
	BETA
	HUD
JOB COUNSELING	CCEW-RESUME/INTERVIEWING SKILL
	FRONTLINE
	BOYS CLUB OF CENT FL
	COMM SERV CENT
JOB REFERRAL/PLACEMENT	CCEW
	FRONTLINE
	4C-CHILD CARE TRAINED WORKERS
	COMM SERV CENT
LEGAL AID	LEGAL AID SOCIETY
MEDICAL SERVICES	ADVENTISTS COMM CENTER HEARING
	BETA-PREG CONFIRM, PAP TESTS,
	4C
OTHER	CCEW-JOB SEARCH
OUTREACH SERVICES	PRC
	CHRISTIAN SERV CENTER
	MOHAWC
	FRONTLINE
PARENTHOOD EDUCATION	PRC-PIP/CLASSES
PARENTHOOD EDUCATION	BETA
	FRONTLINE
PREGNANCY TESTING	CATH SOC SERV
	BETA
	FRONTLINE
RECREATION	FRONTLINE
	4C TOY LIBRARY
	BOYS CLUB OF CENT FLA
	COMM SERV CENT (HOFFNER RD)
TRANSPORTATION	BUS TICKETS-CHRIST SERV CENTER
REFERRALS	CATH SOC SERV
	PRC

SERVICE	ORGANIZATION
REFERRALS	CHRISTIAN SERV CENTER
	MOHAWC
	BETA
	FRONTLINE
	4C
	BOYS CLUB
TUTORING SERVICES	FRONTLINE
	BOYS CLUB CENT FLA
VOCATIONAL TRAINING	4C FOR CHILD CARE WORKERS
	OCPS
	PIC
WELL BABY CLINIC	OCHD
	4C-CHILDREN IN CENTERS

APPENDIX C

ATTENTION

SINGLE TE[illegible]NTS

A[illegible]

High [illegible]ol Senior ?

[illegible]a.

AGE 16[illegible]

Desire Vocationa[illegible]ining ?

CA[illegible]

855-5880 ext. 267

APPENDIX D

TO: DEPARTMENT CHAIRMEN

FROM: PAT MILES & BARBARA WYNN
TEEN PARENT PROGRAM COORCINATORS

RE: VOCATIONAL PROGRAM SURVEY

OCPS has received a grant from the State Department of Education to design and implement a Marketable Skills and Jobs for Single Teen Parents program. The goal of this project will be to place single teen parents (ages 16-20) into vocational training programs, give them employability skills and ultimately job placement. In order to better serve this student population, we are attempting to identify all the programs offered here at Winter Park, as to entrance requirements, length of program, tuition, books, lab fees, and other supplies needed. This grant will pay for tuition, books, supplies day care and transportation. In order to project possible costs to this program, we must identify each program's actual cost. We will then put all this information into a county wide resource packet. While we are waiting fot the actual money to "arrive", we are using PIC and JTPA resources to enroll our students in vocational programs. Please fill out the attached survey for each of the programs in your department and return via courier to us at Mid-Fla Tech. Your time and cooperation are greatly appreciated.

TEEN PARENT PROGRAM

VOCATIONAL PROGRAM SURVEY

DEPARTMENT_____ CHAIRMAN_____

PROGRAM_____ CAMPUS_____

ON CAMPUS LOCATION_____ DATE_____

ENTRANCE REQUIREMENTS:

COURSE TITLE	HOURS TO COMPLETE	INSTRUCTOR	BOOK REQUIRED	OTHER:LAB FEES, TOOLS SUPPLIES, ETC.

COMPLETION REQUIREMENTS:

PHYSICAL RESTRICTIONS: if yes, explain

REMARKS:

APPENDIX E

Single Teen Parent

Date:_____

TO: Finance Office

FROM: P. Miles & B. Wynn
Coordinators, Single Teen Parent Program, OCPS

RE: Third party billing of tuition, books, activity and lab fees for following student.

Student:_____

Social Security Number:_____

Program to be enrolled in_____

Hours_____ Days_____

Please bill the Single Teen Parent Program
2900 W. Oak Ridge Rd
Orlando, Fl 32809

Project number 3714, Account 390

Any questions please call our office, 855-5880, ext 267

Sincerely,

P. Miles
B. Wynn
Coordinators, STPP

2900 W. Oak Ridge Rd.
Orlando, FL 32809
305 855-5880 · Ext. 267

APPENDIX F

Single Teen Parent

Date:_____

Community Coordinated Child Care

824 N. Highland Ave

Orlando, Fl 32803

Re:_____SS#:_____

To Whom It May Concern:

This letter is to verify the enrollment of _____
into the Single Teen Parent Program of Orange County Public Schools.
This student is enrolled at _____in the
_____program.

Completion of this program requires_____hours of training.
This student is attending _____hours a day, _____days a week.

If there is a status change while participating in this program, we will notify your office immediately.

If more information is needed, please contact our office at 855-5880, ext 267.

Sincerely,

Patricia B. Miles

Barbara Wynn
Coordinators

2900 W. Oak Ridge Rd.
Orlando, FL 32809
305 855-5880 · Ext. 267

ORANGE COUNTY PUBLIC SCHOOLS · STATE BOARD OF EDUCATION

APPENDIX G

COORDINATED CHILD CARE FOR CENTRAL FLORIDA, INC.
OUTLINE

Contract between Orange County Public Schools/ Single Teen Parent Program and COMMUNITY COORDINATED CHILD CARE FOR CENTRAL FLORIDA, INC., "Agency".

1. Purpose. Educator recognizes the importance of child care for students and wishes to assist finding and using good quality child care facilities. Educator has decided to contract with the Agency to administer certain aspects of child care assistance for the benefit of Educators students.

2. Services To Be Provided By Agency. The Agency agrees to:
   (a) Supply Educator with material to assist in development of non-discriminatory plan, and publicizing the Plan to the Students.
   (b) Meet with eligible Students at a location that Educator and the Agency agree upon, to counsel and enroll Students.
   (c) Establish and maintain systems to monitor care provided.
   (d) Pay care providers on behalf of Educator and submit monthly statements to Educator for reimbursement.
   (e) Report to the Educator as to care provided and costs.

3. EDUCATOR COVENANTS. Educator agrees to:

(a) Timely provide Agency with all information necessary to the Agency carrying out its obligations under this Contract.

(b) Give its Students reasonable notification of the availability and terms of the Plan.

(c) Provide and arranges reasonable times for the Agency to consult with Students.

(d) Administer the Plan in a uniform, non-discriminatory manner.

(e) Pay the statements submitted by the Agency promptly on receipt.

(f) Furnish all required reports to each participating Student.

(g) Educator will furnish Agency an appropriate schedule for Students eligibility including starting and ending dates.

4. AGENCY COMPENSATION. Educator agrees to pay Agency, at the time of each periodic statement, a service charge determined as follows:

Reimbursement for actual cost of child care, plus 10% of the child care cost in addition to that cost as Central Agency fee.

5. TERMINATION.

(a) This Contract may be terminated by either party on 30 days written notice, with or without cause.

(b) In case of breach of this Contract, or if Educator does not pay any statement within ~~30~~ 30 QC RM BW.

days after receipt, the aggrieved party may terminate this Contract on one days written notice.

(c) Notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery.

(d) Waiver of breach of any provision of this Contract shall not be deemed a waiver of any other breach and shall not be construed a modification of the terms of the Contract.

(e) If this Contract is terminated for any reason, the Educator shall remain obligated to the Agency for services provided and payments made prior to the date of termination.

(f) If Educator fails to inform Agency within 10 days prior to end of Students eligibility, educator shall remain obligated to Agency for services provided until notification has been processed.

6. RELIANCE AND INDEMNIFICATION. The Agency shall be entitled to rely upon all information supplied by Educator as to completeness and accuracy. Educator shall indemnify, defend and hold the Agency harmless from all claims, suits, judgments or damages, including court costs and attorneys fees, arising out of or in the course of the Agency performing under this Contract.

7. APPROVAL OF PAYMENTS. The Agency has the sole authority under this Contract to authorize payments made by it in connection with the Educators Plan.

8. NOTICES. Notices under this Contract shall be delivered:

TO THE AGENCY	TO EDUCATOR (TRAINING FACILITY)
Phoebe Carpenter	Patricia B Miles
Nita Ekwurtzel	Barbara A. Wyn

9. ASSIGNMENT. Neither party may assign this Contract without the written consent of the other party.

10. AGENCY NOT PARTY TO PLAN. The Agency is not made a party to the Plan by reason of this Contract. The proper interpretation and application of the Plan to the Students shall be the responsibility of the Educator.

Signed

For the Agency	For the Educator
Phoebe Carpenter	Patricia B Miles / Barbara A. Wy
Name	Name
Executive Vice President	Program Coordinator
Title	Title
May 1, 1987	May 1, 1987
Date	Date

NAME OF COMPANY -

EFFECTIVE DATE OF CONTRACT:

PERCENT OF CHILD CARE PAID:

1. 100 % for full-time enrollees

2. N/A % for part-time enrollees

3. 100 % of registration fees charged
   0 % of any other fees
4. N/A weekly cap

5. N/A % total benefit to both spouses employed by company
6. Yes If family eligible for another available Child Care Assistance Program, this contract will cover the remaining difference.

EMPLOYEE ELIGIBILITY:

DATE OF ELIGIBILITY

Yes a. immediately upon enrollement

No b. Anniversary Date

No c. First day of next month after first day of employment

N/A d. meets IRS requirement for Child Care Tax Credit, i.e., spouse employed, disabled or in school at least five months of year.

Yes e. need not meet above (not tax deductible)

N/A f. spouse covered at another place of employment (not tax deductable).

N/A g. employee covered at another place of employment (not tax deductable).

DEPENDENTS COVERED BY PLAN

1. N/A under the age of _____ years

2. N/A claimed as exemption on employee's income tax

   _____ a. in home only
   _____ b. out of home

3. N/A not claimed as exemption, but claimed for Child Care Tax Credit

4. N/A number of dependents per family covered

ABSENTEEISM POLICY

1. Yes Educator pays on enrollment (as center charges for days absent, vacations, etc.)

2. Yes Educator pays for up to 6 days absent per 9 weeks no excuse needed

STUDENT LEAVE

1. N/A Educator continues benefit for enrollee vacations

2. No Educator continues benefit for leave of absence

3. Yes Educator continues benefit for sick leave

REDETERMINATION

1. No group redetermination on Anniversary of Plan

2. No individual redetermination on Anniversary of Plan

3. No individual redetermination on each anniversary of enrollment

4. Yes no redetermination Educator notifies Agency of each termination or redetermination

COVERED EXPENSES

1. Yes licensed child care centers

2. No unlicensed FDCH

3. Yes 4-C licensed FDCH

4. No care in child's own home

5. No summer day camp

6. No summer resident camp

7. N/A payment to relative not claimed as exemption on employee's tax return

8. N/A payment to relative claimed as exemption on employee's tax return (not tax deductable)

9. No shared care

10. No headstart

RELEASE AGREEMENT

_____ is enrolled in the _____
(STUDENT) (TRAINING FACILITY)
Child Care benefit plan. Please read the following, sign it, and return to:

Mrs. Dorothy Dukes, Director
4C Information & Services Department
824 Highland Ave.
Orlando, FL 32803

305-425-0509 ORANGE COUNTY
305-628-3020 SEMINOLE COUNTY
305-847-8623 OSCEOLA COUNTY

In this agreement, "4C" is Community Coordinated Child for Central Florida, Inc., the "Provider" is: _____ _____, and "Educator" is "Training Facility" which has contracted with 4C to provided the Child Care Assurance Plan (tm) (CCAP) as a student benefit.

Locations(s) where child care will be provided:

_____

_____

Provider representative:

Name: _____

Address: _____
(If different from above)

Telephone: _____

4C will notify the Provider if it is discovered that a student is no longer enrolled in training facility or if 4C wishes to discontinue payment under this Plan.

The Provider will notify 4C if it is discovered that a student is no longer enrolled in the training facility or if the Provider wishes to discontinue services under this Plan.

The Provider holds 4C and the Company providing funds for child care harmless from all liability including claims, suits, judgements or damages, and court costs or attorneys fees resulting from the care provided to children paid under this Plan. The Provider agrees to carry adequate liability insurance coverage for such purposes.

The Provider may contact 4C for information about a specific family or child's care to be paid under this plan at the office listed above. Please mention the name of the Training Facility which will pay for the child(ren)'s care, if known.

4C will provide written authorization for payment on the Child Care Assurance Plan Application Form. This authorization will specify the name of the student and children for whom payment will be made, name of the Provider, amount of weekly and one-time fees (if applicable) to be paid by the parent and by the Educator. This authorization will only be valid for payment when signed by the parent and by the 4C Counselor, and for as long as the parent's enrollment continues with the Training Facility. The Educator will notify 4C, and 4C the Provider when enrollment and payment under this Agreement are discontinued.

Unless otherwise stated below, checks for payment will be made payable to the "Provider" listed in the first paragraph, and will be sent to the Provider representative address listed in the first paragraph.

I, the "Provider", agree that this Agreement is correct. I have read and understand the information above.

Signed:_____ Date: _____

4C agrees to the Provider for child care services provided as described above under this Plan.

Signed:_____ Date:_____

Title:_____

§129 DEPENDENT CARE ASSISTANCE PLAN OUTLINE

The Educator establishes a Dependent Care Assistance Plan for the exclusive benefit of its Students to provide such Students with Dependent Care Assistance specified below.

1. Dates

Effective date May 1, 1987

Plan Anniversary date May 1, 1988

2. Definitions

Educator Orange County Public Schools/Single Teen Parent Program

Student — Any person who is enrolled by the Educator as a bona-fide, student.

Dependent — Children of the student

Administrator Patricia Miles and Barbara Wynn

3. Eligibility

An enrollee covered by the Plan shall be eligible to participate in the Plan immediately on enrollment

4. Classification

The following students shall be covered by the Plan:

X All full-time students.

5. Educator payment

100% of the total cost of Student's qualifying child/dependent care covered under the Plan. If family is eligible for another available Child Care Assurance Plan, Educator will pay the difference.

6. Covered Expenses

The Plan shall apply only to those of the following expenses incurred to enable the Student to be enrolled by Educator for any period for which Student has at least one qualifying Dependent:

No Expenses for household services.

Yes Expenses for care of qualifying Dependent (child care)

No In home, by professional caregiver, non-relative

Yes In a qualified dependent care center, or family day care home

7. Administration By Agency

The Educator contracts with Community Coordinated Child Care for Central Florida, Inc. (the "Agency") for administration of the Plan. All Educator payments under the Plan shall be made to the Agency and only child care expenses approved by the Agency will be covered by the Plan.

8. Costs

The Educator shall pay all costs of administering the Plan.

9. Liability

Neither the Educator, the Administrator, any agency with whom the Educator contracts, or any other person shall be liable for any act or failure to act in good faith with respect to the Plan. An agency with whom the Educator contracts shall not be party to the Plan.

10. Rights

The Plan shall not be construed to give any Student any right to be retained in the child care benefit of the Educator after completion of program.

11. Amendment and Termination

The Educator may amend or terminate the Plan at any time without the consent of the Students, provided that no amendment or termination shall retroactively deprive a student of any benefit to which he was already entitled.

APPENDIX H

ATTENDANCE AND PROGRESS POLICIES OF THE SINGLE TEEN PARENT PROGRAM

ATTENDANCE

In order to get the most out of your program at _____ you have got to be there! And on time, too! This is not an invitation, but a requirement. You are held accountable for regular, punctual class attendance, as well as for the constructive use of your time each day.

Any anticipated absence should be prearranged with your instructor and Barbara Wynn or Pat Miles. If an absence is unexpected, notify Pat or Barbara before 8:30am of the day the absence occurs. You may have five (5) excused and one (1) unexcused absence in any one quinmester. Monthly attendance reports are sent to your instructor and day care center.

Tardiness due to day care openings and transportation problems must be discussed with and verified by the program coordinator. Arrangements can be made with the instructor if the problem is outside your control. Habitual tardiness and absences will result in the following:

1. conference with the program coordinator
2. conference with the assistant director
3. termination of program financial support (transportation, tuition and day care)

Any absences due to medical problems for yourself or your child will be dealt with on an individual basis.

PROGRESS

Although instruction is individualized and self-paced, students are expected to maintain satisfactory progress as required by program standards. If progress is unsatisfactory, the student will be referred to the program coordinators for assistance.

DISMISSAL

A student may be withdrawn by the school for unsatisfactory conduct, excessive absences/tardies or lack of progress. The student may be terminated from the Single Teen Parent Program for the same reasons.

OTHER

The student is expected to attend any or all scheduled appointments or classes held by the Single Teen Parent Program and other outside agencies. This means arriving on time. If you are unable to keep such appointments, please call ahead of time and reschedule.

Dress--your appearance is very important. We expect you to be neat, clean and appropriately dressed for your instructional program.

Books and tools are the property of the program, if paid by the program funds. These are to be returned to the Single Teen Parent Program office upon completion of your training. If these items were purchased by JTPA or other grant monies, these programs will inform you of their return policies.

I HAVE READ THE ABOVE ATTENDANCE AND PROGRESS POLICIES. I UNDERSTAND AND AGREE TO FOLLOW THESE POLICIES. I UNDERSTAND THE CONSEQUENCES OF NOT FOLLOWING THESE POLICIES.

_____ _____

Signature of student Date

_____ _____

Staff Signature Date

PS-2218

APPENDIX I

ORANGE COUNTY PUBLIC SCHOOLS
SINGLE TEEN PARENT PROGRAM
MONTHLY TRAINING PROGRESS REPORT

Student's Name: Last, First	Training Program	Reporting Period:
		#days in period:

INSTRUCTIONS: Please check appropriate areas and share any thoughts which you feel would be helpful to the STPP staff in monitoring the student's progress._

O=Outstanding NI=Needs Improvement S=Satisfactory	O	S	NI	Comments
1.Conduct and attitude				
2.Quality of classroom and academic work				
3.Assignmnets completed on time?				
4.Overall progress				

5.Subjects or operations this month with grades

Sub. or Op.	Grade or Rating	Sub. or Op	Grade or Rating

6.Difficulties in the following areas:

Learning subject matter . . _____
Following instructions . . _____
Handling tools or machines . _____
Speed . . . . . _____
Accuracy . . . . . _____
With disability . . _____
With personal problems _____
With general health . _____
Other . . . . . _____

7.Number of days Absent:_____ Number of absences excused:_____ Number of days tardy:_____ Number of tardy days excused:____
Reason given for excused absences :_____

8.Will student be able to complete her/his program as scheduled by:_____
Not certain _____ Yes_____ No_____

9.If the student completes the program, are there any factors which would interfere with the student from obtaining employment or succeeding on the job? Yes_____ No_____
List factors: _____

10.Do you feel this student should be counseled by a STPP counselor?
Yes_____ No_____

11.Additional comments and recommendations:
_____

School:_____

Signed: _____

Reviewed by STPP Coordinator

Date:_____

Date:_____

APPENDIX J

Your knowledge and experience (specific to person) are well known in our community. Because of your demonstrated competency (----------) , we would like to recommend that you be appointed to the Single Teen Parent Advisory Committee of the Orange County Public Schools. Your membership can provide the advisory committee with a valuable resource regarding the direction of the single teen parent program and its service to these students and the community.

The Advisory Committee is composed of outstanding business and civic leaders, educators and agency representatives of our community and is directed towards achieving closer cooperation between school and community in the development of the Single Teen Parent Program. The functions of the Advisory Committee are to make recommendations for improvement of the program and to serve in other advisory capacities as needed. The committee will function under Ms Barbara Wynn and Mrs Pat Miles, coordinators of the Single Teen Parent Program. Meetings will be held to a minimum throughout the year.

Will you indicate your willingness to serve as a member on this council by signing the bottom of this letter and returning it to our office by ----------. A self addressed stamped envelope is enclosed for your convenience. If you are unable to serve, would you be willing to assign an alternate to take your place? A duplicate of this letter is enclosed for your record. Please contact Barbara Wynn or Pat Miles if you have any questions.

Sincerely,

I AM WILLING TO SERVE ON THIS COMMITTEE

_____

SIGNATURE

_____

DATE

MEMORANDUM

MAY 26, 1987

TO: Advisory Committee Members

FROM: Pat Miles & Barbara Wynn
Coordinators
Single Teen Parent Program

RE: Advisory Committee Information

Thank you for agreeing to serve on the advisory committee for the Single Teen Parent Program of OCPS. We are pleased and excited that you will be joining this group.

Enclosed you will find information on the functions and role of the advisroy committee. Also included are the goals and objectives established thus far for this program. Please read them before our first meeting as we will be discussing them in detail at that time.

You will also find a general information sheet including proposed meeting times, committee structure and possible sub committees. After reading through this material, please make a tentative decision on which sub comittee you would like to particpate with and if you would be interested in chairing this subcommittee.

We look forward to meeting you on Wednesday, June 3, 1987, at 10:30am, in room 132 (Administration Bldg) at Mid Florida Tech, 2900 W Oakridge Rd.

If you have any questions or will be unable to attend this meeting, please call us, 855-5880 ext 267.

Thank you again for your interest and support.

SINGLE TEEN PARENT PROGRAM
ADVISORY COMMITTEE AGENDA
JUNE 3, 1987

WELCOME	DAVE COSTNER ASS. DIRECTOR MID FLORIDA TECH
INTRODUCTIONS	LOUISE BILLINGSLEA CHAIRPERSON OCCUP SPECIALIST WYMORE EDUC CENTER
HISTORY OF PROGRAM	V.SOMMERVILLE PROGRAM CONSULTANT HOME EC & HEALTH OCCUP; OCPS
PROGRAMS PROGRESS	BARBARA WYNN & PAT MILES COORDINATORS SINGLE TEEN PARENT PROGRAM
PURPOSE OF COMMITTEE	BARBARA WYNN
GOALS & OBJECTIVES	PAT MILES
ROLE OF COMMITTEE	BARBARA WYNN PAT MILES
QUESTIONS & COMMENTS	LOUISE BILLINGSLEA
NEXT MEETING DATE & PLACE	LOUISE BILLINSLEA
ADJOURNMENT	LOUISE BILLINGSLEA

ADVISORY COMMITTEE

PURPOSES AND FUNCTIONS OF THE ADVISORY COMMITTEE

The purposes of the local advisory committee is to assist school personnel through advice and recommendations regarding program development and evaluation and through public relations activites supporting the Single Teen Parent Program. The committee itself has no administrative or governing authority and is not created to replace any of the rights and/or priviledges of the Board of Education and administrative staff. The link that advisory committees provide between the educational institution and community are vital to assure success for a vocational education program. The advisory committee will advise of specific needs of this target population, advise on what jobs will be in demand in business and industry and provide experience and a look at reality.

SINGLE TEEN PARENT PROGRAM

GOAL: TO PROVIDE MARKETABLE SKILLS AND JOBS FOR SINGLE TEEN PARENTS

TO PRODUCE A MODEL PROGRAM TO HELP SINGLE TEEN PARENTS GAIN SELF CONFIDENCE AND ACQUIRE MARKETABLE SKILLS AND A JOB BY COORDINATING WITH EXISTING AGENCIES THAT SERVE THE SINGLE TEEN PARENT

OBJECTIVES:

1. The STPP will survey by letter, existing community agencies to identify available services for the single teen parent, by April 1, 1987.

2. The STPP will have a computer program to coordinate services of AFDC, food stamps, WIC and the Medically needy programs by May 1, 1987.

3. STPP will appoint an Advisory Committee by 5/15/87

4. The STPP will convine the Adv Comm no later than 6/1/87

5. STPP will survey each of the four Vocational Centers in OCPS to determine programs offered, length, cost, pre-requisites of each by May 30, 1987

6. The results of the Voc Center survey will be compiled into a resource book by July 1, 1987

7. STPP will serve 20 single teen parents by June 30, 1987

8. STPP will utilize the resoures of PIC and JTPA for financial assistance for students until 2A-6 monies are available

9. To train 50 single teen parents in existing competency based, job preparatory programs of OCPS by Dec. 31, 1987

WHAT ARE THE FUNCTIONS OF THE COMMITTEE:

Advise or Assist With--

-organizing a base of two way communication between project, industry and community

-developing goals for the Single Teen Parent Program

-developing guidelines for cooperation between private and public agencies that serve the single teen parent

-recruitment/referral/placement of students

-publicity for the program

-developing program expectations of the student,ie., contracts

-developing strategies to encourage institutionalization of the program into OCPS

-evaluating program content/effectiveness

MAKE RECOMMENDATIONS:

-program priorities

-ways to meet identified needs of single teen parent

-on financial resources

-minimum standards for students

-procedures for matching job opportunities and job candidates

-for special programs on motivation, employers' expectations

-to make employers aware of the special needs of the STP

-on additional committee member representation

Term in office: present until June 30, 1988

Officers:	Chairperson	Ms Louise Billingslea
	Vice Chairperson	To be selected by September meeting
	Secretary	

Meetings: JUNE 87
SEPT 87
DEC 87
Mar 88
June 88

Possible Subcommittees:

-Job market/contact with employers

-Needs assesssment/resources to meet needs

-Guidelines for institutionalizing program/legislative

-Contract development

-Publicity

-Program review

-Motivational materials

APPENDIX K

SINGLE TEEN PARENT PROGRAM
Family Income Form

1 Family Size: Number of members Applicant first)	2 Relation to Applicant	3 Age	4 Income for all wage earners				5 Total A,B, C,D
			A Gross	B AFDC	C Child Support	D Other	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

RENT:_____monthly
Day Care Expenses:_____monthly
Car Value:_____

6. SUMMARY:
   A. Number in family_____(column 1)
   B. Family income_____(column 5)
   C. Program eligibility: AFDC_____ Food Stamps_____
   WIC_____ PIC/JTPA_____
   Medical Needy_____ 4C_____

Children:

NAME	AGE	NAME	AGE
1.		4.	
2.		5.	
3.		6.	

8. Applicant's Certification:
   I certify that the above information on this form is, to the best of my knowledge correct.
Applicant's Signature_____Date_____

9. Staff Certification:
   I certify that to the best of my knowledge the family size and income informaion is correct.

_____ _____ _____
Interviewer Date Project

APPENDIX L

1986 POVERTY INCOME GUIDELINES

ANNUAL:

Family Size	100% Poverty	125% Poverty	150% Poverty	185% Poverty
1	$ 5,360.00	$ 6,700.00	$ 8,040.00	$ 9,916.00
2	7,240.00	9,050.00	10,860.00	13,394.00
3	9,120.00	11,400.00	13,680.00	16,872.00
4	11,000.00	13,750.00	16,500.00	20,350.00
5	12,880.00	16,100.00	19,320.00	23,828.00
6	14,760.00	18,450.00	22,140.00	27,306.00
7	16,640.00	20,800.00	24,960.00	30,784.00
8	18,520.00	23,150.00	27,780.00	34,262.00
9	20,400.00	25,500.00	30,600.00	37,740.00
For each additional family member add:	1,880.00	2,350.00	2,820.00	3,478.00

MONTHLY:

1	447.00	559.00	670.00	827.00
2	604.00	755.00	905.00	1,117.00
3	760.00	950.00	1,140.00	1,406.00
4	917.00	1,146.00	1,375.00	1,696.00
5	1,074.00	1,342.00	1,610.00	1,986.00
6	1,230.00	1,538.00	1,845.00	2,276.00
7	1,387.00	1,734.00	2,080.00	2,566.00
8	1,544.00	1,930.00	2,315.00	2,856.00
9	1,700.00	2,125.00	2,550.00	3,145.00
For each additional family member add:	157.00	196.00	235.00	290.00

WEEKLY:

1	104.00	129.00	155.00	191.00
2	140.00	175.00	209.00	258.00
3	176.00	220.00	264.00	325.00
4	212.00	265.00	318.00	392.00
5	248.00	310.00	372.00	459.00
6	284.00	355.00	426.00	526.00
7	320.00	400.00	480.00	592.00
8	357.00	446.00	535.00	659.00
9	394.00	491.00	589.00	726.00
For each additional family member add:	37.00	46.00	54.00	67.00

APPENDIX M

PHONE CONTACT/INTERVIEW

DATE_____

NAME_____

PHONE Home_____ Work_____

REFERRED BY_____

AGE_____# CHILDREN_____

Circle correct: H.S.D. GED

SCHOOL_____YEAR_____

EMPLOYMENT_____

_____

SHELTER: Rent Own place With Family Other

Day Care: Need Have where_____
Income Sources: Work AFDC Child Support Family Other
Vocational Interest Area_____

School interested in MF OVT WS WPA

Classes desired: AM PM Fulltime Part-time

PLAN OF ACTION _____

_____

_____

_____
Interviewer

NOTES:

SINGLE TEEN PARENT PROGRAM

INTAKE

NAME_____

ADDRESS_____ZIP_____

SOCIAL SECURITY NUMBER_____RACE_____

AGE_____DOB_____PHONE_____

Parent's Name_____Home Phone_____

Address_____Work Phone_____

Number of Children_____

DAY CARE: None_____ 4C_____ Where_____ Other_____

Educational Background

Last school attended:_____Grade Completed_____

Year_____Diploma_____GED_____

Other

Do you have a Driver's License: Yes No

Transportation_____car,_____bus, ____parent, _____friend

Have you registered with Selective Service? Yes No

Have you ever been arrested? Yes No

How did you hear about this program? _____Referral, _____Radio ____Friend
_____ Other

GOALS:

6 months_____

12 months_____

5 years_____

Comments/Observations:

_____

_____

_____

_____
Interviewer

_____
Client

_____
Date

SINGLE TEEN PARENT PROGRAM

Employability Development Plan

A. PERSONAL INFORMATION:

1. Name _____

2. Sex _____ 3. Age _____

B. PREVIOUS EDUCATION and TRAINING:

1. Highest grade completed _____

2. List any special job related courses (typing, bookkeeping, etc.) taken in High School.

_____

_____

3. Have you ever participated in a job training program (Job Corps, Armed Forces, Neighborhood Youth Corps, CETA, High School, Vocational School, Junior College, etc.) _____ Yes _____ No

A– Occupation trained for _____

B– Place of training _____

C– Completed _____ Yes _____ No

D– Dates of training _____

E– Have you ever used this training _____ Yes _____ No

If no, why not? _____

_____

4. Have you ever participated in any education classes (GED, ESL, Basic Math, Reading, etc.) _____ Yes _____ No

A– Course _____

B– Place of training _____

C– Completed _____ Yes _____ No

D– Dates of training _____

C. PREVIOUS WORK EXPERIENCE:

1. List all occupations you have worked in.

_____

_____

D. **BARRIERS TO TRAINING and EMPLOYMENT:**

Indicate which, if any, of the following factors affect the participant's ability to secure satisfactory employment.

Family Responsibilities	_____	Yes	_____	No
Health Problems	_____	Yes	_____	No
Transportation Problems	_____	Yes	_____	No
Lack of Job Skill	_____	Yes	_____	No
Lack of Experience	_____	Yes	_____	No
Lack of Tools, License	_____	Yes	_____	No
Police Record	_____	Yes	_____	No
Handicap	_____	Yes	_____	No
Language	_____	Yes	_____	No
Other				

E. **SPECIFIC EMPLOYMENT and TRAINING NEEDS:**

Indicate the services and activities the participant will receive in order to become job ready.

1. Classroom Training — Begin _____ End _____

A–	Remedial Basic Education	Begin _____	End _____
B–	ESL	Begin _____	End _____
C–	GED	Begin _____	End _____
D–	Employability Skills Training	Begin _____	End _____
E–	Consumer Education	Begin _____	End _____
F–	Occupational Training	Begin _____	End _____
G–	Other (Specify) _____	Begin _____	End _____

_____

2. OJT:

Begin _____ End _____

Area of Training _____

3. Work Experience

Begin _____ End _____

4. Supportive

A–	Health and Medical	_____	Yes	_____	No
B–	Child Care	_____	Yes	_____	No
C–	Transportation	_____	Yes	_____	No
D–	Emergency Assistance	_____	Yes	_____	No
E–	Relocation Assistance	_____	Yes	_____	No
F–	Residential Assistance	_____	Yes	_____	No
G–	Referral	_____	Yes	_____	No

_____

_____

H–	Family Counseling	_____ Yes	_____ No

_____ _____

Participant's Signature Date

_____ _____

Interviewer's Signature Date

PERSCRIPTION INFORMATION

Student's Name:_____ Soc. Security #:_____

Counselor:_____

Step	Started	Completed	Initials C	& S
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Comments:_____

SINGLE TEEN PARENT PROGRAM

COUNSELING RECORD

PARTICIPANT'S NAME: _____

SOCIAL SECURITY NUMBER: _____

DATE: _____ COUNSELOR _____

DATE: _____ COUNSELOR _____

SINGLE TEEN PARENT PROGRAM

Job Referral Record

Name: _____

Social Security Number: _____

	Date Referred	Employer	Comments
1.			
2.			
3.			
4.			
5.			
6.			

SINGLE TEEN PARENT PROGRAM

Job Interview Record

Participant's Name _____

Job Interviews

1. Employer _____

   Job Interviewed For _____

   Date of Interview _____

   Outcome _____

   _____

   Staff Member _____

2. Employer _____

   Job Interviewed For _____

   Date of Interview _____

   Outcome _____

   _____

   Staff Member _____

3. Employer _____

   Job Interviewed For _____

   Date of Interview _____

   Outcome _____

   _____

   Staff Member _____

4. Employer _____

   Job Interviewed For _____

   Date of Interview _____

   Outcome _____

   _____

   Staff Member _____

SINGLE TEEN PARENT PROGRAM

JOB PLACEMENT FOLLOW-UP RECORD

1. Name (Last, First, M.I.)

2. Social Security No.

3. Status

1. Still employed with original employer-same job
2. Still employed with original employer-better job
3. Still employed with original employer-lesser job
4. Employed by another employer-same job
5. Employed by another employer-better job
6. Employed by another employer-lesser job
7. Not employed-quit
8. Not employed-fired
9. Not employed-laid off
10. Not employed-Other (explain in remarks section)
11. Status unknown, but no longer with original employer

4. Method of Contact

1. Site visit with employee
2. Site visit with employer
3. Called employer
4. Called employee
5. Letter to employer
6. Letter to employee
7. Other:_____

5. Progress (if employed)

1. Excellent
2. Good
3. Fair
4. Poor

6. Follow-up Interval

1. 30 Day
2. 60 Day
3. 90 Day

7. Follow-up Date

8. Date employed

9. Comments:_____

Completed By:_____ Date:_____

SINGLE TEEN PARENT PROGRAM
Participant Activity Form

GENERAL INFORMATION (COMPLETE FOR ALL PARTICIPANTS)

1. PROJECT CODE
2. PROJECT NAME
3. PARTICIPANT'S NAME (last, first, M.I.)
4. SOCIAL SECURITY No.
5. Date Enrolled Yr.—Mo.—Day
6. TYPE of PARTICIPANT'S ACTIVITY
   a— Status Change
   b— Program Termination

STATUS CHANGE INFORMATION (COMPLETE FOR ALL ACTIVITY CHANGES)

7. Date of Change Yr.—Mo.—Day
8. ACTIVITY (training or service) changing from:
9. ACTIVITY (training or service) changing into:
10. Did participant satisfactorily complete activity listed in No. 8? Yes No
11. Did participant receive academic credit from activity listed in No. 8? Yes No
12. Did participant receive a certificate from activity listed in item No. 8? Yes No

TERM. INFORMATION (COMPLETE FOR ALL PARTICIPANTS TERMINATING)

13. Date of Term. Yr.—Mo.—Day
14. ACTIVITY (training or service) terminating from:
15. Reason for Term.
16. Did participant satisfactorily complete activity listed in No. 14? Yes No
17. Did participant receive academic credit from activity listed in No. 14? Yes No
18. Did participant receive a certificate from activity listed in item No. 14? Yes No

EMP. INFORMATION (TO BE COMPLETED FOR PARTICIPANTS ENTERING EMPLOYMENT)

19. Job trained for in Program:
20. Job Employed In:
21. Is job directly related to training received in program? Yes No
22. Employer's Name and Address:
23. Employer's Phone No.
24. Emp. Starting Date
25. Hours worked weekly
26. Starting Hourly Wage
27. Name and Title of Staff member making placement (if applicable)

SUPPORTIVE SERVICES RECIPIENT INFORMATION (TO BE COMPLETED FOR ALL PARTICIPANTS RECEIVING SUPPORTIVE SERVICES)

28. SUPPORTIVE SERVICES
(Check all services received by participant)

A— Services funded by Program:
1. Tuition
2. Transportation
3. BOOKS
4. Child Care
5. Other.

B— Services not funded by Program:
1. Referrals:
2. Other:

29. Emergency and/or Relocation Assistance
(Complete if Items No. 28 A-3 and/or 28 A-4 are checked)

A— Type of Assistance Received	B— Date Received	C— Amount	D— Check/ Voucher No.

30. Name and Title of Staff member completing this form
31. Signature of Staff member completing this form
Date Completed

PS-2218

SINGLE TEEN PARENT PROGRAM

Manpower and Supportive Service Log

Participant	Referred To	Purpose	Funded Service	Date Referred	Date of Follow-up	Was Service Received?

Single Teen Parent

TO: Private Industry Council

FROM: Pat Miles & Barbara Wynn
Coordinators
Single Teen Parent Program
OCPS

RE: Enrollment into JTPA

_____ is enrolled in the Single Teen Parent Program of OCPS. Upon determination of eligibility, she/he will be enrolled into the JTPA program. Attached please find the results of testing for this student. Thank you for your assistance.

_____
Coordinator

_____
Date

2900 W. Oak Ridge Rd.
Orlando, FL 32809
305 855-5880 · Ext. 267

Single Teen Parent

TO: Private Industry Council

FROM: Pat Miles & Barbara Wynn
Coordinators
Single Teen Parent Program

RE: Vocational Evaluation Results

Student's Name_____

Social Security- Number_____

Evaluation Performed:

Date_____

Location_____

Results of Evaluation:

Reading Level_____

Math Level_____

Language_____

Total Battery_____

Area of Vocational Interest_____

Class Student Prefers_____

Vocational Site_____

Class Hours_____

2900 W. Oak Ridge Rd.
Orlando, FL 32809
305 855-5880 · Ext. 267

Single Teen Parent

TO: COMMUNITY COORDINATED CHILD CARE

FROM: SINGLE TEEN PARENT PROGRAM
OCPS

RE: ASSIGNMENT OF DAY CARE

Parent"s Name _____

Child's Name _____ DOB _____

Child's Name _____ DOB _____

The Single Teen Parent Program of OCPS will pay _____%

of the day care costs for the above named child/children.

This care will begin on _____.

Thank you.

_____
Coordinator STPP

_____
Date

2900 W. Oak Ridge Rd.
Orlando, FL 32809
305 855-5880 · Ext. 267